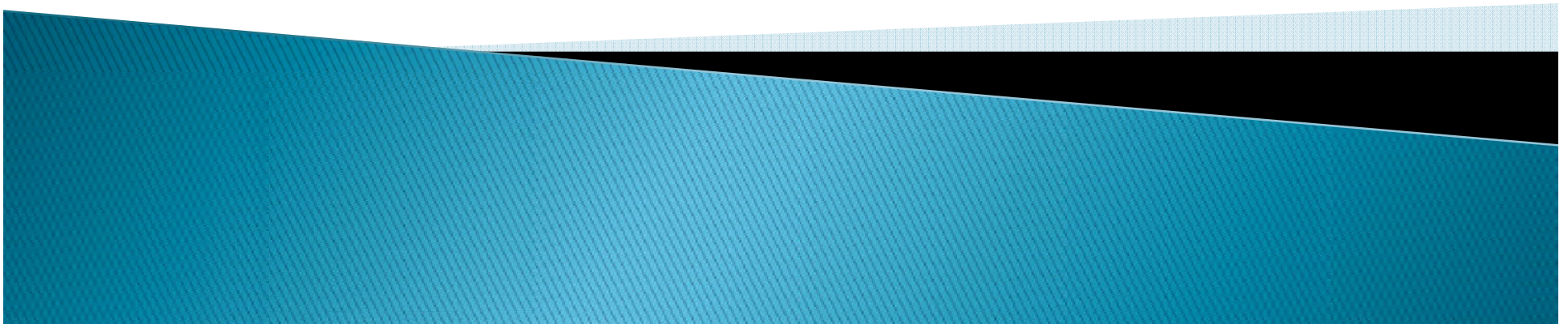


Classroom Assessment Simplified

Assessment Conference
Thursday, January 28, 2010



Pre-Test

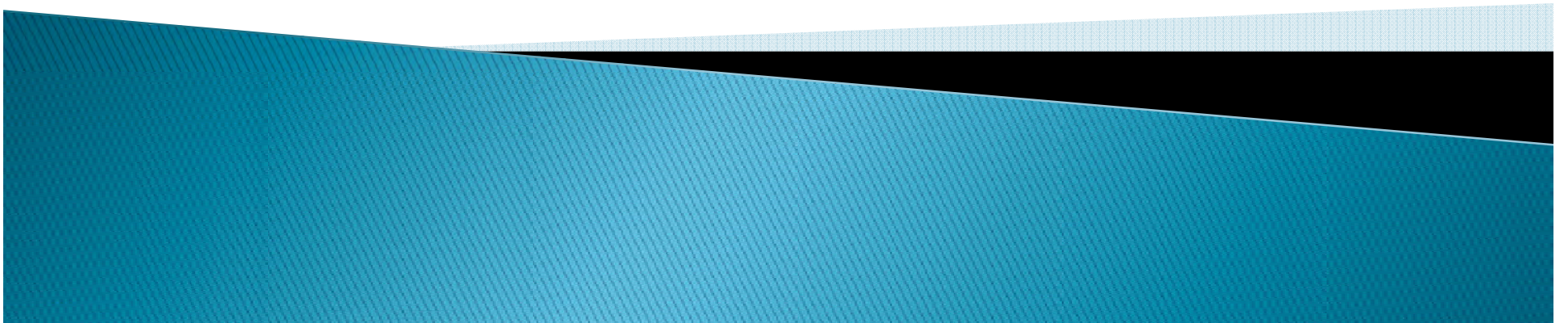


What is it?

Why are we focusing on this process?

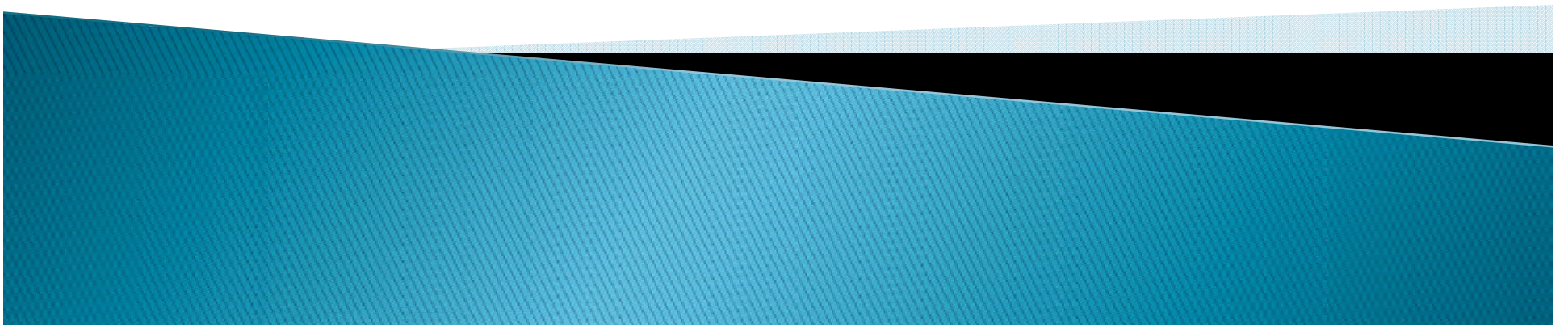
Teachers must embrace the notion that assessment drives
instruction....

Shift.....Assessment of Instruction
To
Assessment **FOR** Instruction



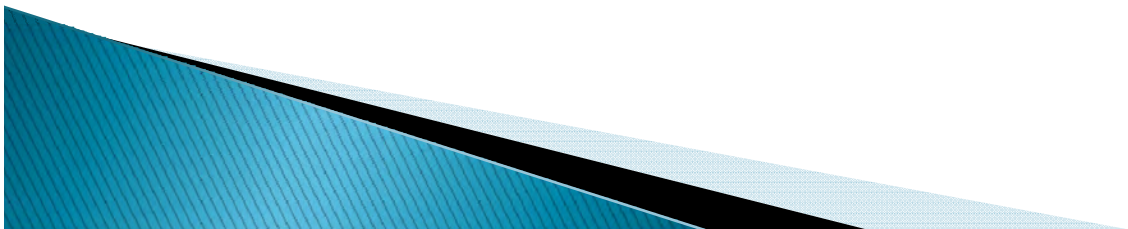
So how can I accomplish implementing formative
assessment in a classroom of 20 plus children?

Start by considering the use of the
Classroom Assessment 4 part Cycle



Classroom Assessment Cycle

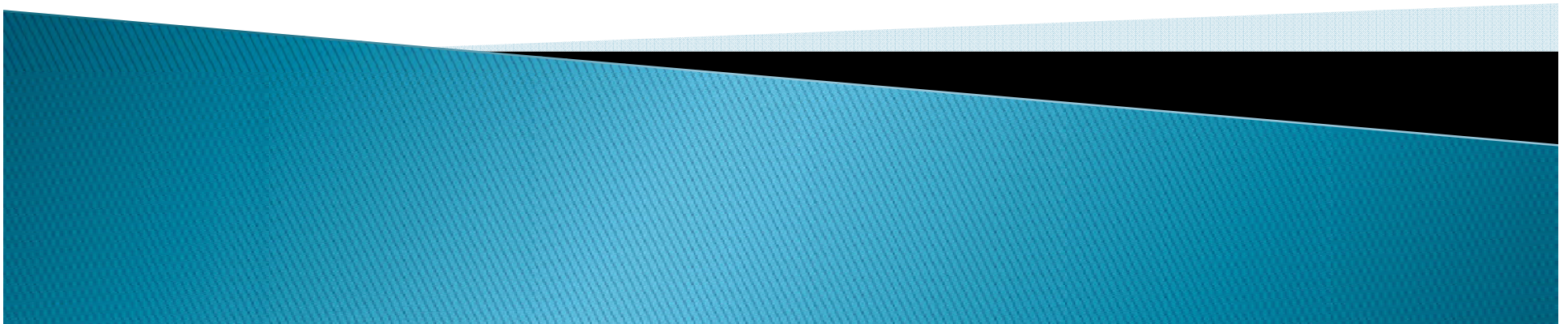
- ▶ Clarify learning targets...
Are the learning targets..... Knowledge, Reasoning, Skills, Products or Affect/Disposition in nature?
- ▶ Gather evidence in a variety of ways
- ▶ Analyze the evidence and make interpretations or inferences
- ▶ Instructional plans and modifications are carried out.



Practice at identifying targets

Step One

Read 10 items on handout and discern if the learning target is Knowledge, Reasoning/Thinking, Performance/Skills, Product development, or Affect/Disposition

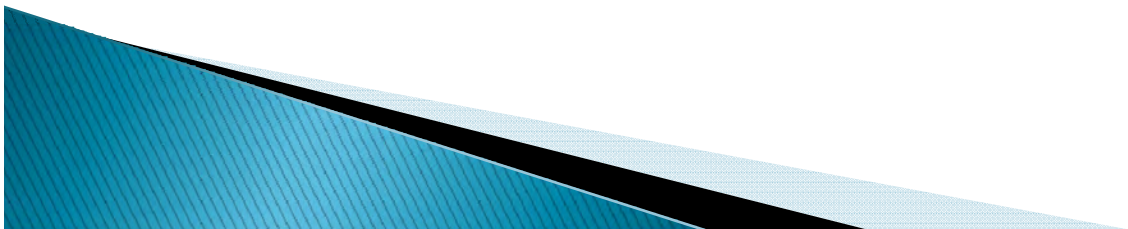


Classroom Assessment Cycle



How Do I Gather Evidence?

Strategy	Whole Group/Class	Small Group/Individually
Teacher Observations	X	X
Questioning	X	X
Student Self-Assessment	X	X
Student-teacher dialogues	X	X
Conferencing	X	X
Products	X	X



How Do I Know Which Assessment to Use for What Learning Target?

▶ Matching Assessment to Target Handout

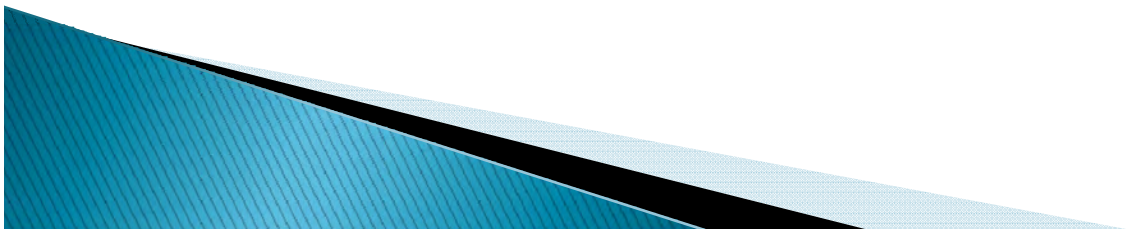
- Selected Response

- T/F
- Multiple choice

Constructed Response

Short Answer/Essay

- Difference between Formative and Summative?
- What is the overall purpose of Formative Assessment?



Formative Process

Teaching and Learning must be interactive

Assessment becomes formative assessment when evidence helps adapt teaching to meet student needs (Popham)

Frequent feedback is not necessarily formative

Feedback that causes improvement is not necessarily formative

Assessment is **FORMATIVE** only if the learner **USES INFORMATION TO MAKE IMPROVEMENTS**

To be formative, assessment must include a recipe for future action

(Dylan Wiliam, 2009)



Formative Assessment Defined

Formative Assessment is a *planned process* in which assessment-elicited *evidence* of students' status *is used by teachers to adjust* their ongoing instructional procedures or by *students to adjust their current learning tactics.*"

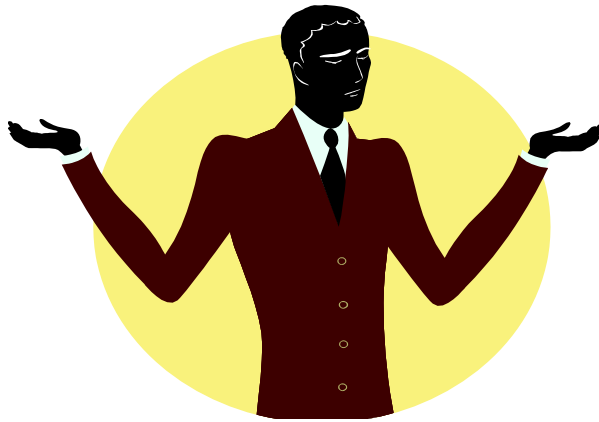
CCSSO State Collaborative on Assessment and Student Standards; Formative Assessment for Students and Teachers, 2006



Classroom Assessment Cycle



Step Three: Making Inferences



- Specific mastery level
 - Consistency
- The focus must be on learning
- Provide students with detailed, descriptive feedback



KEY QUESTIONS

What is it we expect our students to learn?
How will we know when they have learned it?
How will we respond when they don't?
How will we respond when they already have?
--DuFour, DuFour, & Eaker, 2008

“Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments are murky.”

--Popham, 2003, P.16



With Clear Targets, Using Various Ways to Gather Data, Making Inferences about the Information..... We can as teachers.....

Create assessments that reflect what we teach

Identify each student's achievement level per learning target

Plan what to teach

Give students detailed, descriptive feedback

Have students self-assess or set goals so that they are responsible and motivated by their learning

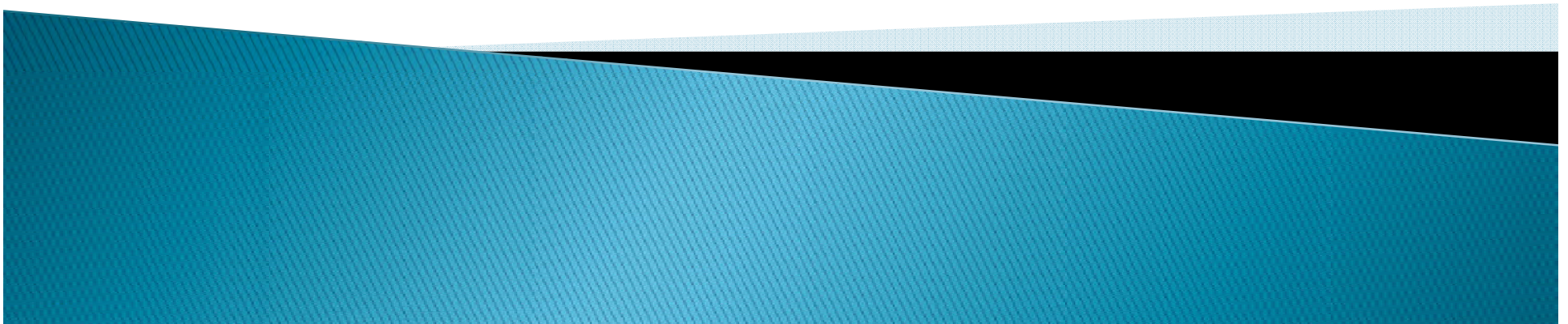
Keep track of student learning—target by target, standard by standard

Classroom Assessment Cycle



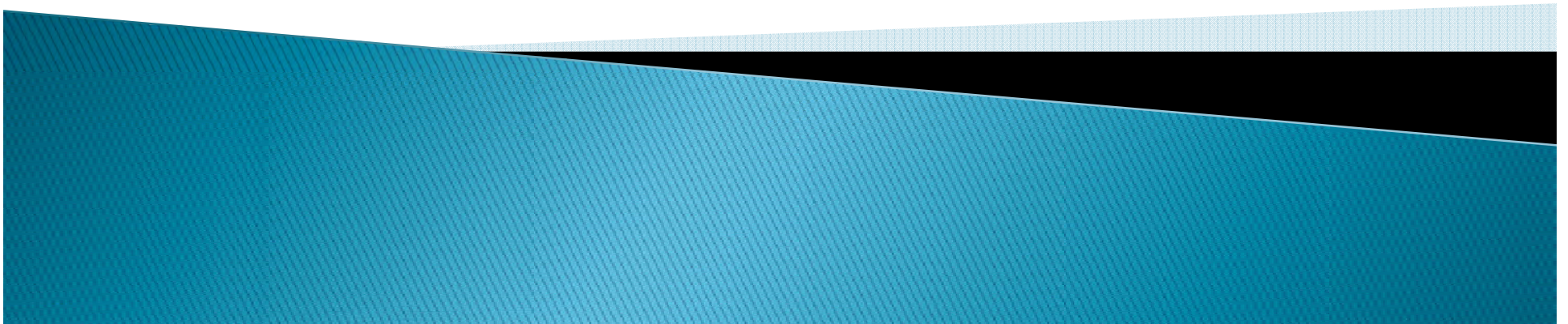
Step Four: Modifying Instruction

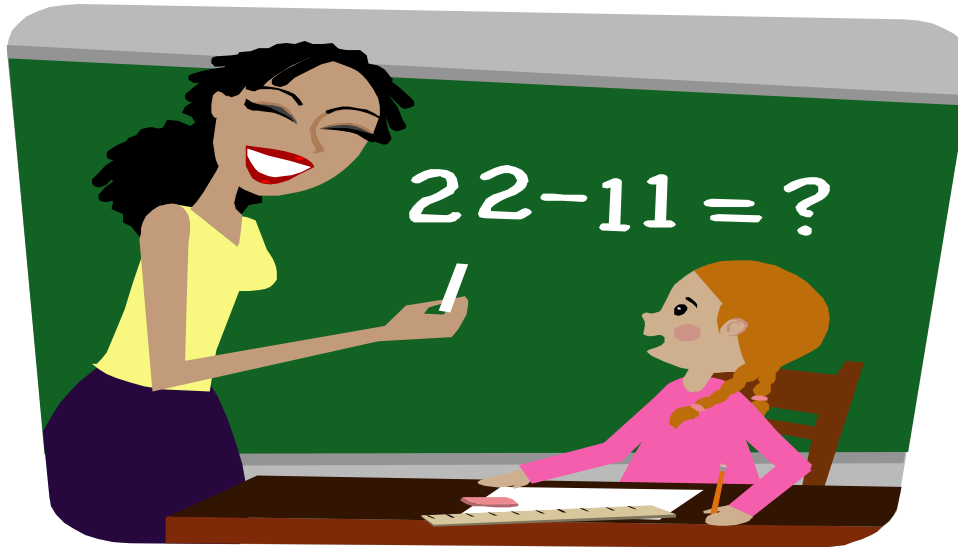
Assessment now becomes FOR learning (formative) rather than OF learning (summative)



What Does that Look Like in My Classroom?

1. Grouping practices change, with grouping based on skill level rather than product
2. Students move flexibly between groups as needs change

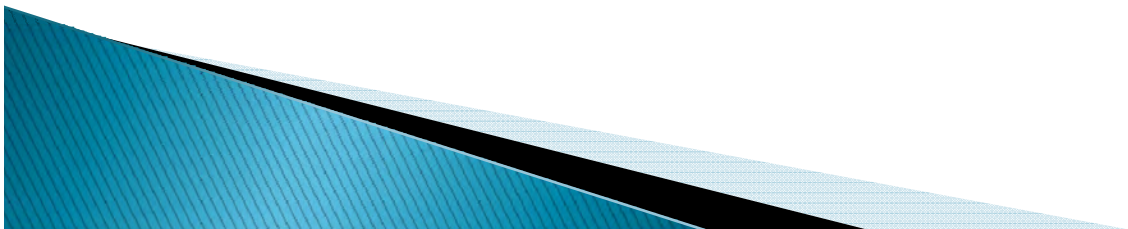




3. Student engagement increases
4. Instructional time is focused on low performing areas

Where do I find instructional strategies to meet the needs of all students?

- ▶ There are many, many resources available today to assist classroom teachers in this area....
- ▶ McRel Lab—9 Instructional Strategies
- ▶ allthingsplc.info—Professional Learning Communities, School Improvement Teams
- ▶ What Works Clearing House—US Dept. of Ed.
- ▶ Doing What Works—US Dept. of Ed.



The Teacher's Role in Assessment *For Learning* --Stiggins et al., 2004

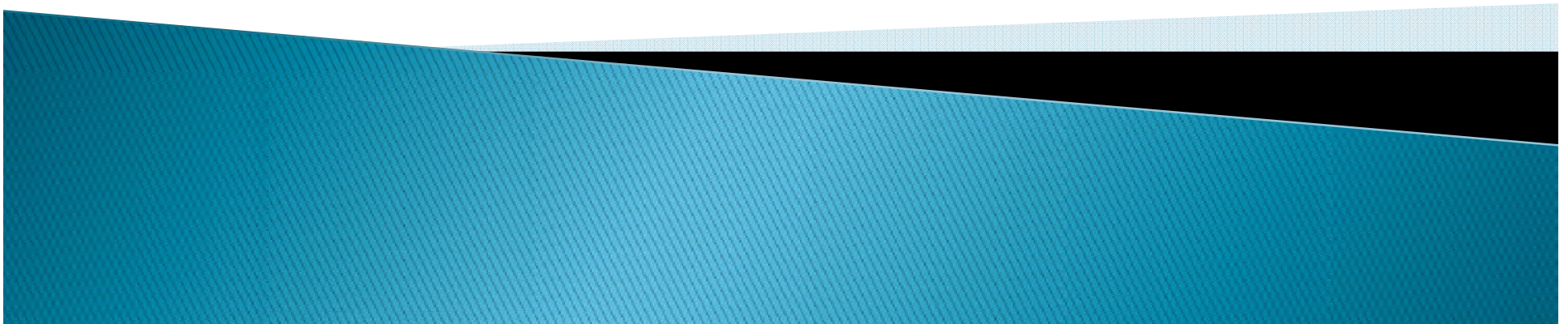
Become a master of state standards and objectives.

Deconstruct objectives into learning targets.

Create a student-friendly version of targets; share it with students.

Create high-quality assessments that reflect targets.

Use assessments to track student progress..



Classroom Assessment Cycle—A simplified process to *formatively assess!*

